

Creating an Early Childhood System

Adapted from Karen Ponder, February 9, 2010 presentation to the Arizona Early Childhood Task Force



**An organized, inter-related
network of elements,
programs and services for
all children.**



Why is a System Important?

- Affecting school readiness requires comprehensive approaches and involvement from all sectors: health, mental health, family support, early care and education, parents, higher education, faith communities, business, the media and many others



Why is a System Important?

- To maximize resources including multiple funding streams with their own regulations and requirements
- To improve the performance of multiple systems impacting young children and their families



Why is a System Important?

- There are individual variations in the circumstances and needs of children and their families
- There is duplication of services and a lack of coordination and many children are not being served



Why is a System Important?

- There are inefficiencies in service delivery and varied quality in programs
- Current services are both market based and government financed and both public and private issues must be addressed



Why is a System Important?

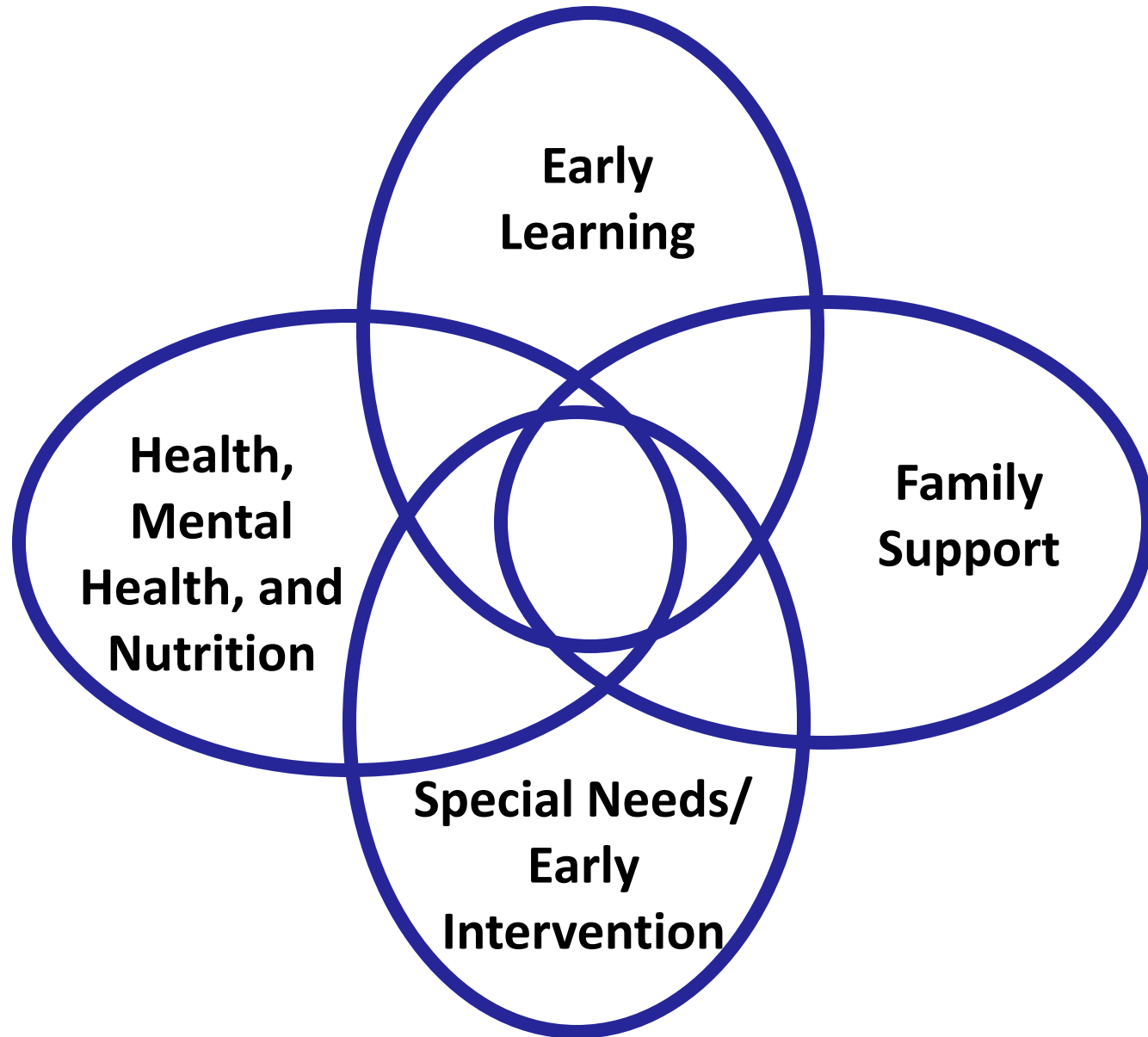
- To reduce turf issues through a shared vision and agreed-upon goals and objectives
- Helps to secure needed policy changes and improvements
- **Better communication among partners**



Components to Consider Early Childhood Goal Areas

- Early Care and Education
- Family Support and Education
- Health, Mental Health and Nutrition
- Special Needs and Early Intervention





System Areas to Consider

- Context—successfully building a political context that leads to resources
- **Components—establish effective programs and services**
- **Connections—create better linkages between components**
- Infrastructure—create supports that enable continuous improvement
- Scope and Scale—the system can produce broad impacts for system beneficiaries



System Areas to Consider



Changing the political environment that surrounds the system and affects its success	Establishing high-performing and quality programs and services	Creating strong and effective linkage across the system	Developing the supports the system needs to function effectively and with quality	Ensuring the system is comprehensive and works for all children
<ul style="list-style-type: none"> • Policy changes that expand or enhance programs • Funding streams that are more flexible across programs • Public engagement or mobilization • New advocates or champions • New knowledge and perspectives 	<ul style="list-style-type: none"> • Expanded program reach or coverage • Improved program quality • Increased operational efficiency • New programs or services 	<ul style="list-style-type: none"> • Coordinated eligibility assessments and applications • Referrals occurring from one program to another • Joint planning across system components • Shared data systems for tracking individuals 	<ul style="list-style-type: none"> • Consistent standards of quality across the system • Education and training to ensure an appropriately skilled systems workforce • Technical assistance to support systems development • Defined roles and mechanisms for accountability 	<ul style="list-style-type: none"> • Availability of programs and services throughout a geographic region • A comprehensive array of programs and services for system beneficiaries • Long-term financial security to maintain the system over time • Shifts in system ownership, meaning that a broad array of people involved in the system, especially those on the frontlines, assume responsibility for maintaining the system



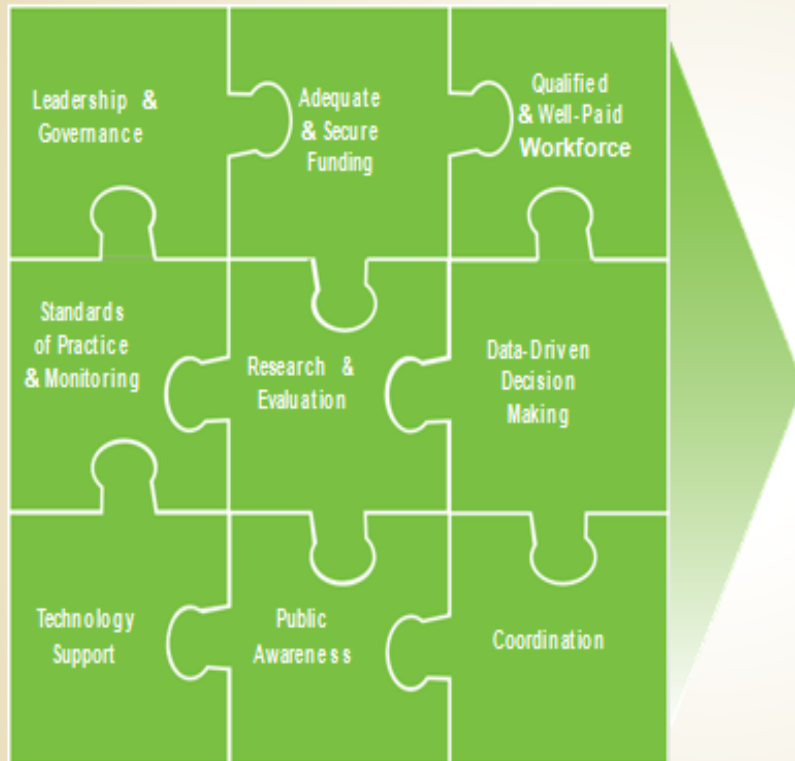
Developing a Model Early Childhood System

SYSTEM VISION: All Arizona children by the time they are 5 years old have a solid foundation for success in school and in life because we have worked together to create a family-centered, comprehensive, collaborative and high-quality early childhood system that addresses the child's development, health and early education.



Key System Elements and System Outcomes

Having all elements in place will help accelerate positive outcomes.



Access to high-quality, culturally responsive early care and education

Access to high-quality preventive and continuous health care

Information, services and support for families

Well-prepared, highly skilled and appropriately compensated professionals

Coordinated, integrated and comprehensive system

Public understanding and support



10 School Readiness Indicators

1. **#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical**
2. **#/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars**
3. **#/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars**
4. **#/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars**
5. **% of children with newly identified developmental delays during the kindergarten year**
6. **# of children entering kindergarten exiting preschool special education to regular education**
7. **#/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)**
8. **#/% of children receiving at least six well child visits within the first 15 months of life**
9. **#/% of children age 5 with untreated tooth decay**
10. **% of families who report they are competent and confident about their ability to support their child's safety, health and well being**



Section III. A.
SFY14 Funding Plan
Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve Outcomes

Regional Priority to be addressed	School Readiness Indicators Correlated to the needs and priority roles	FTF Priority Roles in the Early Childhood System	SFY 2013-2015 Strategies
<p>School Readiness – Limited pre-school opportunities, parents need education about preparing children for school</p> <p>Children w/Disabilities – lack of therapy services, early identification of special needs</p> <p>Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care</p> <p>Parent’s awareness of the needs of young children.</p>	<p>#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical</p> <p>#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars</p> <p>#/% of children receiving well child visits</p> <p>#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)</p> <p>#/% of children age 5 with untreated tooth decay</p> <p>% of families who report they are competent and confident about their ability to support their child’s safety, health and well being</p>	<p>Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.</p> <p>Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health) and affordable health care coverage for young children and their families</p> <p>Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.</p> <p>Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.</p>	<p>Quality First (including CCHC, TEACH and Child Care Scholarships)</p> <p>Pre-K Scholarships</p> <p>Scholarship-non TEACH</p> <p>Inclusion of Children with Special Need</p> <p>Family Support–Children with Special Needs</p> <p>Recruitment Stipends/Loan Forgiveness</p> <p>Community Based Professional Development Early Care and Education Professionals</p> <p>Oral Health</p> <p>Family, Friends and Neighbors</p> <p>Mental Health Consultation</p> <p>Home Visitation</p> <p>Food Security</p> <p>Parent Education Community Based Training</p> <p>Expansion: Increase slots and/or capitol expense</p> <p>Reach Out and Read</p> <p>Needs and Assets (SFY14)</p> <p>Community Awareness</p> <p>Community Outreach</p> <p>Media</p> <p>Statewide Evaluation</p>



Lessons Learned

- An open, visible process is needed
- A diverse group of thinkers is important
- **Choose strategic areas of focus for an actionable agenda**



Review and Next Steps

- Review the mission/vision and strategic plan!
- Our Past Conversation
 - Alternative advertisement tools used to share specific information (ei: Preschool scholarships)
 - Educating parents to opt for quality versus convenience
 - Childcare Centers- improving the quality of centers and homes not currently part of the Quality First!
 - Improve community knowledge of what is a “quality center”
 - Local effort versus statewide / Focus on Region
 - Parent/Family Resource Guide
 - Service coordination
 - Food bank collaboration with not only current children who receive scholarships but also with Head Start and Home Providers.
 - Link Children who receive Oral Health Screening with dental care.
 - Early identification, assessment and therapeutic services for children with special needs
- Next Steps?

